

<b>Select a Course:</b>	Social Studies Grade 1
<b>Teacher:</b>	CORE Social Studies Grade 1
<b>Course:</b>	Social Studies Grade 1
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

September

**Grade 1 Social Studies Responsibility**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

<p><b>Enduring Understandings</b></p> <p>Being a responsible citizen helps us function in our communities.</p>	<p><b>Essential Questions</b></p> <p>Why are rules important?</p> <p>How do following rules benefit the community?</p>	<p><b>Standards</b></p> <p>IL.SEL.K-2.2.C.1a - Identify ways to work and play well with others.</p> <p>IL.SEL.K-2.2.C.1b - Demonstrate appropriate social and classroom behavior.</p> <p>IL.SEL.K-2.3.B.1a - Identify a range of decisions that students make at school.</p> <p>IL.SEL.K-2.3.B.1b - Make positive choices when interacting with classmates.</p> <p>IL.SEL.K-2.3.C.1a - Identify and perform roles that contribute to one's classroom.</p> <p>1.SS.E.1 - Describe jobs students do at home or in school.</p> <p>1.SS.E.2 - Describe the jobs that family members do at home or in the community.</p> <p>1.SS.PS.1 - Explain why rules are important.</p> <p>1.SS.PS.2 - Determine their families' rules.</p> <p>1.SS.PS.3 - Understand how rules and responsibilities relate to their lives.</p> <p>1.SS.PSY.1 - Explain the difference between rules and responsibilities.</p> <p>1.SS.PSY.2 - Describe why rules and responsibilities are required in order to keep people safe.</p> <p>1.SS.PSY.3 - Create rules and responsibilities which could apply to students' lives at home or school.</p> <p>1.SS.PSY.4 - Organize and participate in</p>	<p><b>Knowledge &amp; Skills</b></p> <p>Students will understand, how rules affect our behavior in various settings.</p>	<p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>respect</li> <li>consequence</li> <li>cooperation</li> <li>community</li> <li>problem</li> <li>solution</li> <li>rules</li> </ul>
--	--	---	--	--

			a vote over a problem your class wants to resolve.  1.SS.PSY.5 - Explain why majority rule is used in group decision-making.		
October	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
November	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
December	<b>🏠 Grade 1 Social Studies Belonging</b>				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	<p>🏠 Everyone has a role in the family, school, and community.</p> <p>🏠 A sense of belonging comes from having a role or purpose in a community (family, school).</p>	<p>🏠 How do you know when you belong?</p> <p>🏠 Unit Questions:</p> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are roles of people in your family?</li> <li>• How does a family work together?</li> <li>• What are roles of people in your school?</li> <li>• How does a school work together?</li> <li>• How do people play important roles in a community?</li> <li>• How are schools and families part of a community?</li> <li>• Why do we need school and families in a community?</li> </ul>	<p>IL.SEL.K-2.1.B.1b - Identify family, peer, school, and community strengths.</p> <p>IL.SEL.K-2.2.B.1a - Describe the ways that people are similar and different.</p> <p>IL.SEL.K-2.2.B.1b - Describe positive qualities in others.</p> <p>IL.SEL.K-2.3.A.1b - Identify social norms and safety considerations that guide behavior.</p> <p>IL.SEL.K-2.3.C.1a - Identify and perform roles that contribute to one's classroom.</p> <p>IL.SEL.K-2.3.C.1b - Identify and perform roles that contribute to one's family.</p> <p>1.SS.G.1 - Describe how seasons/climate relate to the ways families dress, activities they engage in, and their homes in different areas of the world.</p> <p>1.SS.G.2 - Demonstrate understanding of how families use air, water, and land in different ways.</p> <p>1.SS.H.1 - Know the birthdays of people important to you.</p> <p>1.SS.H.2 - Create a timeline of holidays and special occasions that your family celebrates.</p> <p>1.SS.H.3 - Explain one of your family's traditions.</p> <p>1.SS.H.4 - Compare how your family's traditions are similar to your classmates.</p> <p>1.SS.H.5 - Identify a family tradition from another culture and compare it to your own and those of your classmates."</p>	<p>🏠 Individuals and families are a part of communities.</p> <p>🏠 Each family member has a role.</p> <p>🏠 Everyone in a school has a role.</p> <p>🏠 Your family lives in a community.</p> <p>🏠 Your school is in a community.</p>	<p>🏠 <b>TIER 2 Vocabulary</b></p> <ul style="list-style-type: none"> <li>-community</li> <li>🏠 -roles</li> <li>🏠 -cooperation</li> <li>🏠 -communication</li> <li>🏠 -relationships</li> <li>🏠 -school</li> <li>🏠 -need</li> <li>🏠 <b>TIER 3 Vocabulary</b></li> <li>-Friend/ Amigo</li> <li>🏠 -Sister, step-sister/ Hermana, Hermanastra</li> <li>🏠 -Cousin/Primo</li> <li>🏠 -Mother, mom/Madre</li> <li>🏠 -Father, dad/ Padre</li> <li>🏠 -Brother, step-brother/Hermano, Hermanastro</li> <li>🏠 -Grandmother, grandma, great grandma/Abuela,</li> </ul>

			<p>1.SS.H.6 - Understand why families move.</p> <p>1.SS.H.7 - Understand that families change in size and explain how this affects their lives.</p> <p>1.SS.PS.4 - Be aware that each of us belongs to a family and recognize that families vary.</p> <p>1.SS.PS.7 - Compare and contrast family life in various places in the world and in history.</p> <p>1.SS.PS.8 - Recognize that their family's traditions and celebrations today are influenced by their past.</p> <p>1.SS.PS.11 - List the ways their family is special.</p> <p>1.SS.SS.1 - Tell about the roles of family members.</p> <p>1.SS.SS.2 - List activities that your family does together.</p> <p>1.SS.SS.3 - List social categories (e.g., father, cousin, employer, friend) to which you belong.</p>		<p>Bisabuela</p> <p> -Grandfather, grandpa, great grandpa/Abuelo, Bisabuelo</p> <p> -Aunt/Tia - Uncle/Tio -</p> <p> Pet/Mascota</p> <p> - Teacher//Maestra(o)</p> <p> - Principal/Director(a)</p> <p> - Custodian/Custodio</p>
--	--	--	--	--	--

January	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
---------	--------------------------------	----------------------------	------------------	-------------------------------	--------------------------

February	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
----------	--------------------------------	----------------------------	------------------	-------------------------------	--------------------------

March	<b>Financial Literacy (Junior Achievement)</b>				
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
	<p> Your abilities and actions directly impact your life. (Graduating high school/college)</p> <p> The outcomes of your actions may not be immediate. (Long Term Plans/Success)</p> <p> Specific skills and knowledge are needed to produce goods and services. (Junior Achievement - needs and wants)</p>	<p> How do your actions and abilities affect future outcomes?</p> <p> Unit Questions:</p> <ul style="list-style-type: none"> <li>• What are needs and wants?</li> <li>• What skills are needed for different jobs?</li> <li>• How does your knowledge help make things better in the world?</li> </ul>	<p>IL.SEL.K-2.1.B.1a - Identify one's likes and dislikes, needs and wants, strengths and challenges.</p> <p>IL.SEL.K-2.1.C.1a - Describe why school is important in helping students achieve personal goals.</p> <p>IL.SEL.K-2.1.C.1b - Identify goals for academic success and classroom behavior.</p> <p>IL.SEL.K-2.2.D.1a - Identify problems and conflicts commonly experienced by peers.</p> <p>IL.SEL.K-2.2.D.1b - Identify approaches to resolving conflicts constructively.</p> <p>IL.SEL.K-2.3.A.1a - Explain why</p>	<p> Each job requires different skills and knowledge (home and school).</p> <p> Actions have consequences.</p> <p> Consequences can be positive or negative.</p> <p> Consequences can be immediate or delayed.</p>	<p> work / trabajar</p> <p> -skills / destrezas</p> <p> -delayed / retrazado</p> <p> -earn / ganar</p> <p> -goods/productos</p> <p> -services/ servicios</p> <p> - economics/estudio de la economía</p>

		<p> • How can you earn rewards?</p>	<p>unprovoked acts that hurt others are wrong.</p> <p>IL.SEL.K-2.3.A.1b - Identify social norms and safety considerations that guide behavior.</p> <p>IL.SEL.K-2.3.B.1a - Identify a range of decisions that students make at school.</p> <p>IL.SEL.K-2.3.B.1b - Make positive choices when interacting with classmates.</p> <p>1.SS.E.3 - Identify a choice students have made when buying a good or service.</p> <p>1.SS.E.4 - List and classify goods as needs and wants.</p> <p>1.SS.E.5 - Make a choice between two items and explain decision.</p> <p>1.SS.G.3 - Identify food resources coming from farms and water resources from rivers and lakes.</p> <p>1.SS.PS.5 - Describe examples of making economic choices and explain how their choices affect them.</p> <p>1.SS.PS.6 - Describe how a good education can prepare people for the world of work and explain how the money from work is used for the exchange of goods and services."</p> <p>1.SS.PS.9 - Explain ways that families depend on each other and their environment to meet their needs.</p> <p>1.SS.PS.10 - Explain social relationships between families and other groups (e.g., father, cousin, employer, friend) to which people belong.</p>	<p> need</p> <p> want</p>	
April	Enduring Understandings 	Essential Questions 	Standards 	Knowledge & Skills 	Academic Language 
May	Enduring Understandings 	Essential Questions 	Standards 	Knowledge & Skills 	Academic Language 
June	Enduring Understandings 	Essential Questions 	Standards 	Knowledge & Skills 	Academic Language 
July	Enduring Understandings 	Essential Questions 	Standards 	Knowledge & Skills 	Academic Language 